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BOOK REVIEWS.

The Place of Industries in Elementary Education. By KATHARINE ELIZABETH DOPP. Chicago: The University of Chicago Press, 1903.

THE culture-epoch theory in education, like the recapitulation theory in biology⁴ is undergoing a promising transformation. The conception no longer is that the individual is compelled to pass through certain periods of development simply because his animal or human progenitors passed through like states. The emphasis has shifted to the common forces and elements in the life and social process. We now believe that the human organism goes through a series of states approximating in some respects those of his animal ancestors, just because the same life-causes, acting under similar conditions, bring about like results. Upon the social and educational side we turn to history, not for light upon what the child *must* go through, or must be made to go through, but for help in interpreting the development which he is actually going through, and for light in guiding that growth.

This means that the historical method is invading the business of education, and is likely to be one of the most fundamental forces in directing its immediate future. In some sense, every advance in civilization makes the problem of education more and more difficult. It widens the distance between the immaturity of the child (which remains, so far as we know, practically unchanged upon the physical or heredity side) and the comprehensive, complex, remote, and subtle conditions which he needs to master. The newcomers into civilization find themselves face to face with technical, mechanical, and intellectual devices and resources in the development of which they have had no share or lot; and which are so far beyond them that they have no instinctive or natural means of understanding them. The problem of education—the problem of establishing vital connections between the immature child and the cultural and technical achievements of adult life—thus continually increases in difficulty. It is coming to be recognized that the historical method, more than any one thing, is the key which unlocks difficulties. By knowing the social and intellectual conditions under which arose a given industrial device, plan of government, or type of scientific interest and theory, and by presenting that to the child in connection with its social and human context, we put him in the simplest and freest attitude toward it. In my judgment, Dr. Dopp's book is the most helpful thing that has yet been published in the way of giving to teachers this point of view, and of putting them into scholarly and sane relations to the material involved in working it out on its educational side.

The various stages of social development are briefly and yet scientifically described from the hunting, fishing, pastoral, and agricultural stages, the age of metals, travel, trade, and transportation, the city-state, the feudal system, the handicraft system, or period of town economy, up to the industrial system of today, or period of national economy. The special value for the teacher of this summary is that it not merely gives the external facts in a clear way, but also sets forth the mental attitudes and atmosphere that cluster about and are promoted by each period. This last point is brought out with special force in the third chapter, "Origins of Attitudes that Under-

lie Industry," in which a lucid and straightforward psychological interpretation is given of the evolution of the race-interest in various forms of work and play. For example, it is shown how the pastoral stage is closely related to the evolution of art and of games, especially various forms of athletic tests. The growth of interest in animals and animal activities, and of their imitative dramatic reproduction, is suggested. The relation of the industrial activities of spinning, weaving, etc., to the evolution of conscious interest in rhythm is brought out, etc.

In the fourth chapter the development of interest in various forms of work and play is taken up as that shows itself in the child. Points of similarity in the interests of the child with those of various periods in the race are indicated, not on the ground that the child is predestined to recapitulate the cultural development of the race, but because, having the same career to achieve, there is a present organic necessity for the genesis and growth of similar typical attitudes. With sure, clear touch the drama of psychic evolution in the child is delineated. Practical suggestions are made as to ways in which the teacher can seek and find in the records of the corresponding development of the race, methods and materials with which, not to humor the child, but to assist him in more complete and effective reattainment of the splendid achievements of the race.

The book concludes with a reinterpretation of the educational significance of various occupations and industries in the school. It would be difficult to find a more luminous statement of the educational import of all that goes by the name of manual training, constructive, and occupational work than is presented in this chapter. Many readers will, I am sure, agree with the reviewer in satisfaction at the hint given in one passage that there are other volumes in preparation which will put under the working command of teachers some of the wealth of material which is now locked up in the report and museums of ethnologists and sociologists. We are emerging from a time in which manual training and constructive work are regarded, in the lower grades, as a form of "busy-work" or a concession to the desire of the child for amusement, and in the upper grades, as having a distinctively technical, or even utilitarian and professional, aim. I know nothing in recent literature more likely to be effective in promoting this educational change and in bringing to light its significant possibilities than the volume now under review.

In conclusion, one ought to recognize the simplicity and clearness of the style of the volume. Because of the ease with which the material is handled and presented, it is likely that only the expert will adequately recognize the amount of actual scholarship and research packed into this little volume of two hundred pages. As a combination of fidelity to fact and truly popular presentation, it may well serve as a model for like attempts in the future.

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